

Using Brochures in Teaching Vocabulary to Improve Students' Vocabulary Mastery in English for Hotel

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Abstract

This paper discussed about using brochures in teaching vocabulary to improve students' vocabulary mastery in English for Hotel. Many problem faced by students in teaching and learning process, especially in mastering vocabulary about hotel. For instance, they still did mistakes not only in identifying the vocabulary about hotel in performing but also in written test. While, in outside when they did casual job in hotel they also faced crucial problems about their performance. They got difficult in label stuff of hotel and sometimes they do mistakes in doing work because they did not know the meaning of vocabularies of hotel. There are two potential causes of the condition; they are students and the lesson material. First from the student's side, it can be caused of lack of motivation in learning English. They are still not realized that EFH is very important for their major. They will engage with English in their work situation. The second problem is about material. We still find a number of teachers used General English book in teaching EFH. Using authentic material in teaching and learning can be used to improve student's vocabulary mastery in EFH. Brochure is one of authentic material and it also a kind of visual media aids that can help teacher and students in improving students' vocabulary mastery in English for Hotel.

Keywords: authentic materials, brochures, vocabulary mastery.

INTRODUCTION

English is a language that is necessary to be learned by students, especially for Vocational High School of Tourism students (*Sekolah Menengah Kejuruan Pariwisata*). As we know, students who study here are hoped to be employees that can service the guests of hotel who come not only from places in Indonesia, but also from all countries in the world. Since English is one of the dominant languages as a communication instrument in spoken and written language, to ask and give information, express feeling, and share knowledge, so the students must have good ability in English in order to do that job well in hotel.

Generally, English is taught both at General English and English for Specific Purpose in Vocational High School. Particularly, at department of APH (*akomodasi Perhotelan*) of Vocational High School, the students learn English for Hotel (EFH) from first grade to third grade. Teacher gives more about vocabulary in EFH. It is because of two reasons. First, they never study hotel at the previous level. Second, to become a person who can speak English in hotel environment, students must know a lot of vocabulary of hotel.

Many problem faced by students in teaching and learning process, especially in mastering vocabulary about hotel. For instance, they still did mistakes not only in

identifying the vocabulary about hotel in performing but also in written test. While, in outside when they did casual job in hotel they also faced crucial problems about their performance. They got difficult in label stuff of hotel and sometimes they do mistakes in doing work because they did not know the meaning of vocabularies of hotel. For example, a visitor of hotel asked the restroom, the practice student thought the visitor asked the room for rest (bedroom). Another example, a guest asked a student who has been practice as a waiter in a restaurant hotel to brought the guest a saucer (a small plate). The student thought the guest asked a kind of food, then that student told to the chef in the kitchen to made the food named saucer. This condition can be found in real work situation. It was really disturb in doing work and could also make misunderstand to the people in hotel, to the clerks and to the guests too.

There are two potential causes of the condition; they are students and the lesson material. First from the student's side, it can be caused of lack of motivation in learning English. They are still not realized that EFH is very important for their major. They will engage with English in their work situation. They also asked to use English frequently there. The second problem is about material. We can still see a number of teachers used General English book in teaching EFH. Only few of them use printed of ESP book in teaching EFH. In fact, there are still difficult to get ESP book in the book store. Therefore, in teaching process teacher mentions the English words then explain the definitions, shape, and function of them, the students only heard and take note teacher's explanation. This is not effective. Students got difficult to memorize the words since they did not see the representative of the words or see their pictures. Since the learning instrument is limited, it made students become passive and have low motivation in learning English.

To overcome these problems and makes learning EFH more effective, an interesting strategy or technique is highly needed. Using authentic material in teaching and learning can be used to improve student's vocabulary mastery in EFH. Brochure is one of authentic material and it also a kind of visual media aids. It is a teaching and learning strategy or technique to provide the learners effective learning in the exciting language classroom.

EFH AS A PART OF ENGLISH FOR SPECIFIC PURPOSE

Students learn kind of English at vocational school; they are General English (GE) and English for Hotel (EFH). EFH is actually a sub-section of ESP. Relate to categories or classification of ESP, Evans (1998) states that ESP is often divided into EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). Further sub-divisions of EOP are made into business English, professional English (example English for doctors, lawyers) and vocational English (example English for tourism, nursing). Within English for vocational purposes there are two sub-sections; vocational English which is concerned with the language of training for specific, and pre-vocational English, which is concerned with finding a job and interview skills.

ESP is understood to be about preparing learners to use English within academic, professional, or workplace environments. This is stressed by definition of Agcas (2010). He states that ESP teaching involves teaching English with particular attention to a certain area, for example, business, tourism, medicine, the law, and engineering. Hutchinson (2010) also states that ESP refers to the teaching of a specific genre or mostly technical English for students with specific goals, careers or field of study. Examples include English

for Academic Purposes, English for Business and Management, or Hotel Catering English (for hotel and tourism professional). According to Paltridge (2013:2) English for Specific Purpose (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. This statement clearly implies that in the ESP context the learners not only as a learner of the language but also the user of the language itself. So, they have to be able to use the language in the work place situation.

Teaching ESP is little bit different with teaching GE. As many researchers' report say that the more complex task is in the process of teaching ESP. The teaching ESP process needs serious consideration by the teacher or practitioner itself. It's all because of the ESP relate to the real work world condition. Paltridge (2013) explains ESP refers to teaching or studying English for a particular career. It means that ESP teaching is more likely relate to professional, or workplace environments. It is also implies that ESP are different with GE. GE only focuses on teaching English to students in general and just introduces what the English itself. However, ESP tries to teach English in another specific purpose that suits with the learner needs on those programs. Then, the lesson materials usually relate with their programs, example in hotel and tourism, the materials is about hotel and tourism, like how to speak with the tourist or guest in hotel.

Furthermore, authentic materials are the real one materials that teacher brings to the class to helping the students in understanding the lesson. Actually, it relate to the ESP teaching because it needs to imply the real work situation in the class. As House, S (2008:53-70) says that students and teacher can use authentic materials as a means to "link the formal, and to some extent artificial, environment of the classroom with the real world in which hope our students will eventually be using the language they are learning." This statement actually relates with the main purpose of ESP, change the learner become the user of the language. So the using of authentic materials in ESP is really taking a big consideration to us as an English practitioner. The use of authentic materials can be the important aspects in ESP that shouldn't be forgotten when teaching and learning process of ESP.

THE IMPORTANT OF AUTHENTIC MATERIALS IN TEACHING EFH

The idea of using authentic language materials in teaching a foreign language is really approved by the vast majority of language teacher, especially in teaching ESP. It is supported by Lee (1995:324), he states that authentic materials used for achieving a real-life communication purpose." Again, the use of authentic materials is really implies the real condition in the real situation or work place that really needs by the ESP learners. Especially for Vocational High School Students. They need a specific language in the specific situation. For example students at department APH (*akomodasi perhotelan*) need English for Hotel. By using the authentic materials it can makes students be motivated in learning because they can experience what they are learning in the real situation. Using authentic materials, learners are exposed to real discourse and real language that used in the workplace situation. So they will get something relevant from what are they learning to the real work situation. According to Dudley-Evans & St. John (1998) there are four different roles that materials can play in the ESP classroom: a) source of language, b) learning support, c) motivator/stimulator, d) reference. From this statement, it can be concluded

that the use of authentic materials are important in ESP classroom because it can give different situation and challenging for the students. Besides it will provide good affect and motivation because what the teacher brings to the classroom are things which reflect their interest in addition to their needs.

TEACHING VOCABULARY IN ENGLISH FOR HOTEL

Language consists of some components. The vital component of the language is vocabulary. Richard and Renandya (2002) states that vocabulary is core component language proficiency and provides much of the basis for how well learners speak, listen, read, and write. While, Rivers in Nunan (1991) states that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to use the structures and functions we may have learned for comprehensible communication. There are some items of vocabulary that students have to master to help them able to use the language. Harmer (2004:37) states that there are eight kinds of vocabulary. It is stated on the part of speech. They are noun, pronoun, adjectives, verb, adverb, preposition, determiner, and conjunction. Based on the definitions above, it can be conclude that vocabulary is very important to be taught to the students because vocabulary makes up a language. The students who have many vocabularies will be able to use a language in speaking, listening, reading, and writing.

There are various ways of teaching vocabulary but there is no single best ways for teaching vocabulary. It is because each way or technique used in teaching vocabulary has its own specific strong points. On the other hand, it also has the weakness. In learning vocabulary, it can be divided into two categories. They are direct and indirect learning. Nation (1994) states that direct learning is the classroom activities directly focus on vocabulary to be learned and vocabulary games. While, indirect vocabulary learning means that learning focus on the other features of language skills or students do not focus on their attention to unfamiliar words but to the language skills.

Dealing with technique of teaching vocabulary, Nation (1994:24) states that technique of teaching vocabulary is through demonstrations such as gestures, action performing, visual of aid (such as picture, photographs, object transparencies), and verbal explanation, for example giving description, synonym, and antonym by using translation. Linson (1990:135) states that educational world tends to teach vocabulary by using teaching aids. Teaching aids can help the students in mastering vocabulary because they do not only know the thing but also the name of the thing. Hence, Luu (2010:35) states that visual aids are anything visible to learners, which the teacher uses for different teaching purposes in the class. In addition, he also explains about type of aids. They are include photographs, flashcards, pictures, brochures, cut-outs, drawings, charts, maps, real objects, which are available or brought into the classroom by the teacher or learners. Those visual aids make learning process closer to real life by offering authentic topic and real situations using the target language items, which of course help students absorb the points faster and memorize them longer.

Brochures is one of type of visual aids. It consists of picture and the words. According to Luu (2010) brochures pervade almost all aspects of our lives. We look at them in doctors' waiting offices, pick them up at travel agencies or airports when we travel, request them from educational institution when enrolling in courses, receive them

(unsolicited) in the mail, etc. although we tend to often view brochures as a nuisance, they remain an important source of information. Hotel brochures (available through travel agents or at airport hotel desk) provide traveler with important information on which to base their decisions. However, brochures is helpful tool for teaching in the classroom or with the individual learners. It is easy to bring and do not need much money to serve. It uses as illustrate the fact and ideas. It can be used in variety educational setting as simulation or guide the students to master the vocabulary. It uses to assist students to improve their vocabulary.

Using brochures is obviously beneficial for language teaching and learning, particularly for teaching vocabulary. Using hotel brochures in teaching EFH at vocational school is a good way to collects a number of information and vocabulary automatically. Moreover it is close to the real life of the students of Hotel Department, so they will be able to absorb the vocabulary or the word faster and memorize them longer.

In addition, there are some researchers that have been done some researches that related to the use of brochure in improving students' vocabulary mastery. First, Nguyen Thi Luu (2010) did his research at 10th students at Luong Van Tuy Gifted High School, Hanoi. He found that brochures is the good source of information and then the students can get a lot of vocabulary indeed. Besides, brochure allow the teacher to talk less and encourage students' participation in language teaching and learning. This can make students easy to memorize the information and vocabulary. Second, Zhao Ning (2008) conducted his research at students majoring English with specialization in Tourism and Hospitality or Professional Communication in Chine. He found that by using hotel brochure in teaching learning process had given significance influence in improving students' vocabulary mastery. Brochures as the tool in teaching learning process and also as the product that the students made had given great emphasize for students to gain a lot of new words. Third, Winarsih (2004) did the research at the second year of Aliyah Selaparang Kediri. She found that the implementation of brochure could improve students' vocabulary mastery. By using brochures a teacher can conduct teaching and learning process more effective and can creates a harmonious balanced classroom, where not only teacher be active but also the student themselves.

From research findings above, it can be concluded that using brochures in teaching vocabulary is very useful and beneficial in improving students' vocabulary mastery. Brochures provide some pictures that relate to hotel could help them to identify the indicators of vocabularies, such as noun, adjective, verb and adverb of hotel. It also could help them to remember the vocabulary in longer time. Hence, brochures that contains good pictures made students interested and motivated in studying English for hotel. Moreover, teacher can create a challenging activity to stimulate the students in learning new words relate to the hotel.

USING BROCHURES IN TEACHING VOCABULARY

According to Griggs (2010) there are some steps or ways in implementing or applying the using brochures technique in teaching and learning process. One of the steps as follows:

Before class, do the following:

1. Locate a variety of hotel brochures for a given city in the target country.

2. Prepare enough copies of the brochures to distribute.
3. Discussing and explaining brochure and vocabulary indicators.
4. Brainstorm with them what features they typically look for when they make hotel reservation. List the information, you elicit on the board.

Instruct students that the activity they are about to do concern reading hotel brochures, filling out an information table with comparison data, and making a decision where to stay in foreign city. Tell them they will have 10 minutes to complete the activity and should be prepared to present their decision to the rest of the class.

Put students into groups of 3-4. Give each group a set of hotel brochures and a copy of the appendix.

After 10 minutes (or when students have finished), ask for volunteers from different groups to come up to whiteboard and fill in the blank information in the columns.

Ask other groups if they want to add additional information or if they disagree with has been presented.

Ask groups which hotel they decided to stay in and why

For homework, ask students to locate 2-3 hotels in target country that have internet site. Ask them to print out the information and come prepared to class to make a brief report on their findings. (optional).

In addition, the implementation of the using brochures in teaching vocabulary explained by the expert above can be developed or describe into three teaching phases: pre, whilst, and post teaching. The description of three teaching phases can clearly be seen as follows:

1. Pre-Teaching
 - a. Greeting
 - b. Checking the students' attendance
 - c. Discussing the material in chapter that will be learned
 - d. Explained the benefit of the lesson material that teacher given for students in their future work place.
2. Whilst- Teaching
 - a. Teacher explains the vocabulary and its indicator (noun, adjective, verb, and adverb)
 - b. Teacher shows and explain about hotel brochures and its implementation
 - c. Teacher brainstorms students about the topic that teacher will teach
 - d. Teacher distributes a hotel brochures to students
 - e. Teacher explained the content of the brochure. If the students had understood it then teacher gives them another one.
 - f. Teacher asks them to compare it for about five minutes.
 - g. Put students into groups of 3-4 students
 - h. Teacher gives an appendix to each group and asks them to fill it based on the brochures' data
3. Post- Teaching
 - a. Ask for volunteers from different groups to fill in the blank information columns on the white board

- b. Give chance to students to conclude the material given
- c. Give chance to students to ask question
- d. Give homework as an expansion

Referring to the explanation above, it can be summarized that there are eight steps in applying brochures in teaching and learning activity. Teacher locates and copies a variety of hotel brochures, discussing and explaining brochure and vocabulary, including nouns, verbs, adjective and adverbs. Brainstorm students about the topic lesson and elicit it on the board, tell the instruction in doing activity by using brochures, make some groups of students, then give a set of hotel brochures and a copy of appendix, ask the representative of group to fill in the blank information on the white board, ask other group to give additional or tell the differences, and the last concluding the task. The teacher can implement the using brochures technique based on three phases applied by the school where the teacher teaches. They are divided into pre, whilst, and post teaching.

CONCLUSION

Authentic materials are the real one materials that teacher can bring to the class to help the students in understanding the lesson. Brochure is one of the authentic materials that teacher can bring to the classroom and use it in teaching and learning process, particularly for Vocational High School students at Department APH (*Akomodasi Perhotelan*). Utilizing brochures in teaching vocabulary is very useful and beneficial in improving students' vocabulary mastery. Brochures provide some pictures that relate to hotel could help them to identify the indicators of vocabularies, such as noun, adjective, verb and adverb of hotel. It also could help them to remember the vocabulary in longer time. Hence, by creating a challenging activity it can stimulate the students in learning and use new words relate to the hotel.

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